

Language development: vocabulary in context

1 Look back at the text on pages 26–27 and find words and phrases which mean the following.

- a person you are trying to persuade _____
- b connected with the process of knowing and understanding _____
- c trying to stop, block out _____
- d assistant in doing something secretly _____
- e connected with sharing, being part of a group _____
- f helpful in leading towards (a goal) _____
- g obstruct _____
- h trick in which someone pretends to be something he/she is not _____
- i description of something and how it works _____
- j balanced _____

Key word: *tell*

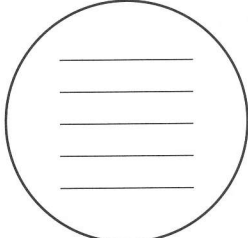
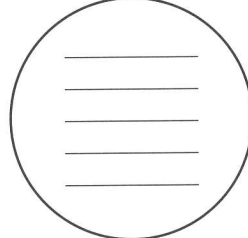
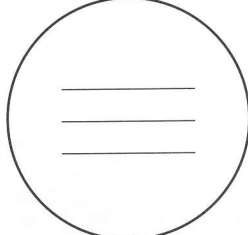
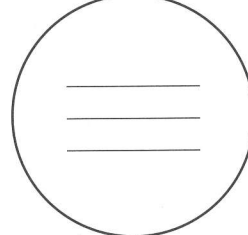
2 Complete the following sentences with a suitable phrase with *tell*.

- 1 Lynette remained calm throughout most of her training, but as the day of the race drew near, the pressure _____.
- 2 'These two cars are so alike, it's impossible to _____!'
- 3 'Come on, what have you done? I promise I won't _____ you.'
- 4 'So, what happened?' 'Well, I'm not absolutely certain, but _____, George asked her to marry him and Fiona turned him down!'
- 5 'Now, I know you said this would happen, so don't say " _____"!'
- 6 It looks as though i-pods and MP3s will render CDs obsolete, but _____.
- 7 'Does Alice like Jane?' 'You _____ with Alice; one minute she likes you, the next, she doesn't want to know you.'
- 8 'I wouldn't trust Alex, if I were you. She's a bit of a _____, and is bound to talk to Mum.'

3 The phrases below are all parts of 'colour idioms'. Decide which colour (*red, blue, green or black*) completes each one, and then place them in the appropriate colour spot at the bottom of this page.

- a She appeared out of the _____.
- b I've spent too much money and I'm in the _____.
- c He's got _____ fingers; he's good with plants.
- d When people throw their litter into my garden, I really see _____!
- e You can talk until you're _____ in the face, but I won't change my mind.
- f There's a _____ mark against you, after you were cruel to that dog.
- g The girls were caught _____ handed trying to steal the exam papers.
- h I'm sick of all the _____ tape involved in trying to get a visa to visit that country!
- i There's a lot of _____ humour in that comedy series, and so it doesn't appeal to everyone's tastes.
- j You're so lucky to be going to the Maldives! I'm _____ with envy!
- k I've been feeling so _____ ever since Oliver left me. I miss him so much!
- l Stop moaning and be happy with what you've got! Remember, the grass looks _____ on the other side!
- m My husband doesn't very often surprise me, but once in a _____ moon, he'll do something really special!
- n Ian's on Mr Smith's _____ list for losing all those files this morning!
- o The police thought they had found important evidence, but it turned out to be a _____ herring!
- p The news of Harry's failure came like a bolt from the _____, and shocked us all.

4 Now colour each spot, to help you visually recall these phrases.

| | |
|--|---|
| red | blue |
|  |  |
| black | green |
|  |  |

Grammar: the future

1 Decide which sentence in each of the following pairs is the most appropriate in the context given.

- 1 Tim, I need to talk to you!
a *What are you doing this afternoon?*
b *What will you do this afternoon?*

- 2 When you arrive in Paris,
a *Georges will wait for you.*
b *Georges will be waiting for you.*

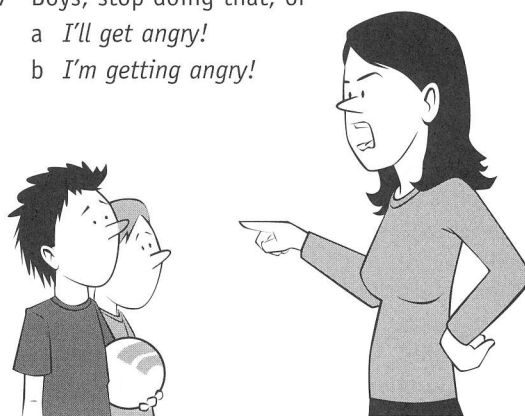
- 3 I've got five minutes' break now, so ...
a *I think I'll phone Paul.*
b *I'm phoning Paul.*

- 4 Annie, are you free on Saturday?
a *We'll have a party!*
b *We're having a party!*

- 5 Oh, no! My pen's run out of ink!
a *What am I doing now?*
b *What am I going to do now?*

- 6 By this time next week,
a *I'll go to a beach in Rhodes.*
b *I'll be lying on a beach in Rhodes.*

- 7 Boys, stop doing that, or
a *I'll get angry!*
b *I'm getting angry!*



2 Circle the most appropriate word or phrase in italics.

- a Wait here, as he'll be back *in ten minutes* / *after ten minutes*.
b Right! I'm off. See you *in three weeks' time* / *three weeks later*!
c You can't move in on Friday. The decorators won't have finished *until then* / *by then*!
d Don't hesitate to contact me *as soon as* / *at the time* the baby is born.
e Well, Dave is going to call me to confirm, so we won't do anything *until then* / *by then*.

3 PAPER 3, PART 5 For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 'What do you intend to do about your appalling school grades, Matt?'

GOING

'Your grades are appalling, Matt! What _____ them?'

- 2 Peter will definitely pass his driving test.

BOUND

Peter _____ his driving test.

- 3 The future of the sport is looking uncertain.

HOLD

No one knows _____ for the sport.

- 4 We're celebrating the company's tenth anniversary next month.

BUSINESS

Next month, the company _____ for ten years.

- 5 'I'll see you outside the cinema at eight o'clock tonight.'

WAITING

I _____ the cinema at eight o'clock tonight.'

- 6 Scientists have almost discovered how to make objects invisible.

POINT

Scientists _____ how to make objects invisible.

- 7 'Dave's available to help us move house next weekend.'

COMING

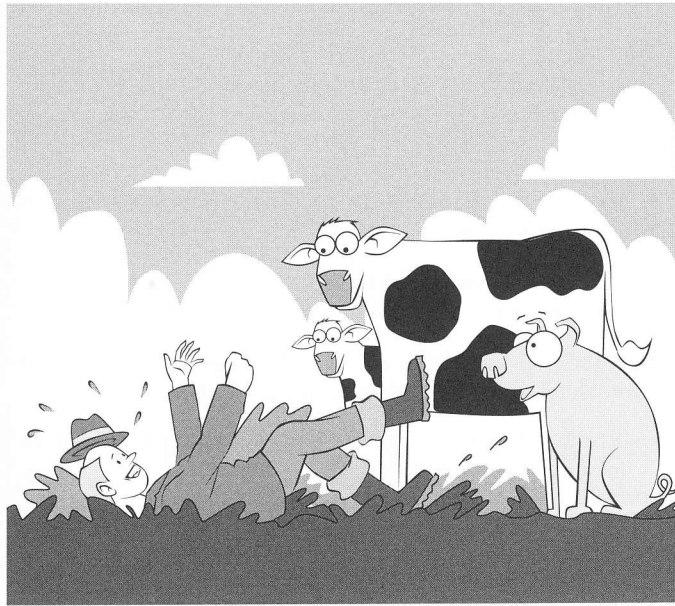
'Dave _____ with the move next weekend.'

- 8 'Be careful! The building's about to collapse!'

TO

'Look out! The building _____ collapse!'

Use of English: prefixes



SPOTLIGHT CHECKLIST

PAPER 3, PART 3 Using stem words

Remember:

- You need to be able to effectively use prefixes, suffixes, compounds and any other alterations necessary to form words from stem words.
- You should focus on the context in order to decide which type of word (noun, verb, adjective or adverb) is required in each gap.
- You need to demonstrate understanding of the text as a whole in order to recognise when a negative idea is being expressed.

Tips

- Check the context for negative ideas. You may need to use a negative prefix.
- Check that the word you've formed fits into the context of the text as a whole.
- Check your spelling! A misspelt word will lose you marks.

- 1 Scan the text below, and identify any gaps which will need negative prefixes.
- 2 PAPER 3, PART 3 For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Dirt is Good for You!

It would be wrong to call dairy farming a dirty job. But workers on dairy farms do have to deal with vast quantities of manure. In fact, they (1) _____ end up breathing in a lot of dust consisting largely of dried manure, along with all the bacteria that grew in it. That sounds (2) _____, and in some ways it is, but it does have one benefit: dairy farmers are as much as five times less likely to develop lung cancer.

As strange as it sounds, (3) _____ are starting to uncover some (4) _____ links between our exposure to dirt and germs, and our risk of cancer later in life. Children who attend day care in their first few months are much less likely to develop leukaemia than those who stay at home, for instance, while some tuberculosis vaccines reduce the risk of skin cancer. Such (5) _____ point towards a curious possibility: one way to avoid dying of cancer may be a hefty dose of germs.

The notion that (6) _____ dirty has benefits may ring a bell. Researchers have been debating the 'hygiene hypothesis' for years, but it is (7) _____ discussed as an explanation for the rising incidence of allergies and asthma in developed countries, not cancer. The idea is that our immune systems evolved to conduct a (8) _____ war on pathogens, parasites, and other microbes, but modern lifestyles mean we face fewer threats. This throws our immune systems out of kilter, making them prone to (9) _____ to certain stimuli like pollen or peanuts.

Now some researchers are starting to wonder whether the higher incidence of certain cancers in affluent populations – including breast cancer, lymphoma, and melanoma – might also have something to do with sanitised, infection-free living. If they're right, the (10) _____ are huge.

- 1 INEVITABLE
- 2 HEALTH
- 3 EPIDEMIOLOGY
- 4 EXPECT
- 5 FIND
- 6 LIVE
- 7 TYPICAL
- 8 CEASE
- 9 REACT
- 10 IMPLY

Grammar: inversion

1 Circle the most suitable words in italics in the following sentences.

- Sal assured them that *never would the rope* / *the rope would never break*.
- At no time *she was aware* / *was she aware* that he was having an affair.
- Hardly had one group of visitors left *than* / *when* another arrived.
- Under no circumstances *should you leave* / *you should leave* the house!
- Not until *he had left* / *had he left* did she realise how much she loved him.
- Rarely *have we seen* / *we have seen* strawberries out so early in this area!
- Only Daniel and George *failed* / *did they fail* their driving test that day.
- No sooner *they had arrived* / *had they arrived* than Ben went down with the flu.
- On no condition *I am to be* / *am I to be* disturbed, Miss Sims!
- Only after Laura *had finished* / *had she finished* did she realise her mistake.

2 Make the following sentences more emphatic by inverting the underlined words. Use the word at the end of each sentence to help you.

- The details of the scandal were only made known to the public later. WERE

- She left as soon as we arrived. SOONER

- The concert had barely started when there was an explosion. BARELY

- You seldom see cormorants in this part of the country any more. DO

- You mustn't contact him on any account! NO

- I have never seen such poor acting! HAVE

- 7 Gina had scarcely walked into the classroom when her bag split open. HAD

- 8 He's a musician and also an accomplished artist. ONLY

3 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 No sooner had the fireman come out than the building collapsed.

JUST

The fireman _____
the building collapsed.

- 2 You won't be allowed into the country until they have checked your passport.

WILL

Not until they _____
be allowed into the country.

- 3 Shortly after the plane took off, one of its engines failed.

WHEN

Hardly _____
one of its engines failed.

- 4 Tom never apologised for his rudeness to the teacher.

APOLOGISE

At no _____
for being rude to the teacher.

- 5 It was only when the bus driver stopped that he realised a passenger was missing.

DID

Only when _____ realise
that a passenger was missing.



Language development:

phrases with *bring*

1 Rewrite the underlined part of the following sentences using an expression with *bring*.

- 1 Seeing my children laughing on the beach made me realise just how lucky I was.
- 2 Losing his job in the same week that his wife left him really caused him to collapse.
- 3 A little colourful descriptive language can really make your characters more realistic.
- 4 Going to Disneyland reminded me of the time my parents took me to my first fair.
- 5 No matter how much prize money they were offering, nothing could make me eat those bugs!
- 6 Cynthia has given birth to triplets!

2 Some of the following sentences contain mistakes. Find the mistakes and correct them.

- 1 The revolution managed to bring about the government.
- 2 Gillian and Mark have decided to bring forward the date of the wedding to March.
- 3 They are hoping that the sale of the Christmas cards will bring by enough money for the children's charity.
- 4 I don't know how Angela manages to bring out running a business and raising three kids single-handedly.
- 5 A week at the seaside has managed to bring in the best in Rupert.

Key word: *that*

3 How many times has the word *that* has been used in the text on page 59? Underline them and decide how many times *that* has been used.

- a as a relative pronoun (instead of *who* or *which*)

- b to introduce reported speech, a thought, or an idea

- c as a reference device (to refer back to something previously mentioned) _____
- d to refer to something the speaker is physically distant from or not involved in _____
- e after adjectives, or adjective phrases using 'so ...' or 'such ...' _____

4 How many times can *that* be omitted from the text?

Grammar: relative pronouns/ defining and non-defining relative clauses

1 Some of the sentences below contain mistakes. Decide which sentences are incorrect and correct them.

- 1 John arrived at the office at ten past nine by that time the meeting was over.
- 2 That's the woman who's cat scratched me.
- 3 To whom were you speaking just now Miss Jones?
- 4 Sally and Brenda, neither of them had been to France before, had a great time.
- 5 Isn't that the man which you were telling me about?
- 6 The play had almost finished by the time William turned up.
- 7 Would you like to come and see the house which I was born?
- 8 Sean and Mark, both of whom I went to school with, are in a rock band.

2 Decide whether the following rules apply to defining (D) or non-defining (ND) relative clauses.

- 1 The clause must be separated from the main clause by commas.
- 2 You cannot use *that*.
- 3 The word *that* can be omitted altogether.
- 4 The clause gives extra optional information about the subject.
- 5 The clause gives essential information about the subject.

3 Complete the sentences with one suitable word.

- 1 Portugal scored a goal in the ninetieth minute, at which _____ the referee blew the whistle.
- 2 You said you can't speak any German, in which _____, there's not much point asking you what this says.
- 3 We didn't get to bed until 5.30 am, by which _____ the sun was already coming up.
- 4 Lucinda got the measles, as a _____ of which she wasn't allowed to take part in the race.
- 5 Rex and Timmy, _____ of whom had ever seen the sea before, ran straight in, tails wagging.
- 6 Carl and Boris, _____ of whom could speak a little Russian, offered to translate the text for me.
- 7 The paintings, some of _____ needed to be restored, were in surprisingly good condition.
- 8 The refugees, all of _____ were tired and hungry, needed immediate care.